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ABSTRACT

A study was conducted to identify and analyze information related to the vocational education needs in Washington for youth with handicapping conditions. Data were collected through a survey of 340 educators, including vocational teachers with and without experience teaching handicapped youth, vocational directors, superintendents, and special education coordinators. Results of the survey identified 38 needs with the amount of agreement on the needs ranging from 23 percent to 70 percent. Among the ten most frequently cited needs identified were that local communities (1) need to know the true abilities and potentials of the handicapped, (2) need sufficient resources to hire and train the handicapped students, (3) need to understand the social and economic value of vocational training for handicapped students, and (4) need to develop an awareness of the vocational education needs of handicapped students. Another high priority need was that staff members need to increase their knowledge of special education. Vocational teachers need to be able to use specialized teaching techniques and methods that are appropriate for handicapped learners. (The survey instrument is appended.) (IFA)

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FINAL REPORT

Project No. 77-AWJ(170)NP

An Analysis of the Vocational Education Needs in Washington State for Youth With Handicapping Conditions

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Research Project in Vocational Education
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CE 025 318

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May 1978 2

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CHAPTER 1

INTRODUCTION

Many factors have influenced the development of vocational education for the handicapped in our nation's public schools. Even though America remains committed to the democratic system of education, our nation's support of education has not always been sufficient to provide equal educational opportunity for all citizens. The decision reached by the United States Supreme Court in the Brown case has had far-reaching effects on our modern educational system by prompting a close inspection of what constitutes equal educational opportunities. Legislation has been enacted to insure equal protection of the laws. Recently, congressional concern for equal protection was further demonstrated by the passage in 1975 of the Education for All Handicapped Children Act (PL 94-142). This law greatly expanded the authorized levels of support to aid states in their efforts to provide educational assistance to all handicapped children. Under this law not only do affected individuals have the right to an education appropriate to their own unique needs, but such an education must be made available to them free of charge.

The Education Amendments of 1976 (PL 94-482), which extends the Handicapped Education Act of 1965 and the Vocational Education Act of 1965 as amended in 1968, is further evidence of congressional response to the problem of educational inequalities. This legislation places a high national priority on providing equal educational opportunities to handicapped learners.

Purpose of the Study

The purpose of this study was to identify and analyze information related to the vocational education needs in Washington State for youth with handicapping conditions. Specifically, the purpose of the study was to:

1. Identify the vocational education needs as perceived by selected educators.
2. Identify solution alternatives to the vocational education needs as perceived by selected educators.
3. Identify the group(s) whose attitudes have the most influence upon the success of vocational education programs for handicapped students.
4. Identify the group(s) whose level of knowledge and skill has the most influence upon the success of vocational education programs for handicapped students.

Significance of the Study

When viewing our system of educatonal services in light of program expansion and improvement, it is necessary to identify and deal with problems and needs. The decision to change the existing system should be based on a systematic, planned approach to problem solving. Modern day educators cannot afford to base their decisions on hearsay and intuition alone. Empirical evidence documenting need and the ways and means of satisfying the need helps to take the guesswork out of planning and decision making. Sound educational planning starts with a needs assessment.

Educational planners could utilize this information to make decisions about the curricular components of inservice and pre-service training. The study could also provide educational planners a basis for prioritizing needs and deciding which needs should be addressed first. Other practical uses for this information may include:

1. A documentation of need for the development of special project proposals related to vocational-handicapped programs.

2. Serving as base-line data to facilitate community and staff awareness campaigns related to the vocational needs of handicapped students.

3. Establishment of priorities for special project funding.

Definition of Terms

Handicapped is defined to include persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or otherwise health impaired. Handicapped persons are further defined as those who require special education and related services and who, because of their condition, cannot succeed in a regular vocational education program without special education assistance or who require a modified vocational education program

Appropriate education is defined to mean learning opportunities designed to meet handicapped children's individual educational needs to the same extent that those of nonhandicapped children are met.

Mainstreaming is defined to mean the process of integrating handicapped person s into the same educational programs and the same classrooms as persons without handicapping conditions.

Limitations of the Study

Persons using data from this sudy should be aware of limitations imposed by the design and procedures employed in this investigation. Included among them are the following.

1. Responses were limited to public secondary school districts in the state of Washington with approved vocational programs.

2. Responses were limited to selected need and alternative solution statements. The findings may have been altered had all possible needs and solution alternatives been identified.

CHAPTER 2

RESEARCH DESIGN AND METHODOLOGY

Sample Size and Subgroups

Educator Groups	Number Surveyed
Vocational teachers with known experience teaching handicapped youth.	37
Vocational teachers without known experience teaching handicapped youth	117
Vocational directors.	40
Superintendents from first-class districts. . .	40
Superintendents from second-class districts . .	38
Special education coordinators from first-class districts	36
Special education coordinators from second-class districts.	32
Total.	340

The Management Information Services Department of the Office of the Washington State Superintendent of Public Instruction identified the total population (2216) of certified vocational teachers for the 1976-1977 school year. A proportional, 5 percent random sample was selected from each vocational service area. The vocational teacher population was represented by a total of 117 cases.

Of the 2,216 certificated vocational teachers in Washington's public schools, only 37 could be identified as having had experience teaching youth with handicapping conditions. These

persons were identified by several means: 1) the investigator obtained some names by contacting vocational directors who had vocational programs for handicapped youth, 2) state office records of federal vocational-handicapped programs were examined for instructor names, 3) state office records of federal vocational-handicapped programs were examined for instructor names, and 4) flyers seeking the names of experienced teachers were included in the preregistration packets of the 1977 Washington Vocational Association's summer conference. Flyers were also hand-delivered at the registration desk to those who had not preregistered.

The vocatinal director subgroup was selected from a complete listing, supplied by the State Office of Vocational Education, of all vocational directors in Washington public schools. Forty directors were randomly selected to represent the total population of 94 members. Of the 40 sample directors, 24 were drawn by chance from districts of the first class and 16 were drawn from districts of the second class.

The superintendent subgroup was selected from a complete listing, supplied by the Statistical Information Services Office of the Superintendent of Public Instruction, of all superintendents in Washington's public school system. Forty superintendents from districts of the first class and 38 superintendents from districts of the second class were selected using a table of random numbers. The population of superintendents from districts of the second clasw was limited to those districts with greater than 299 full time students. The reason for this limitation was to insure that only those districts large enought to support a

state-approved vocational education program was included in the sample. (Small, rural districts were not represented in the population. Their needs were considered to be different from most districts in the state.)

Except for those second class districts that did not have a special education coordinator, the superintendent sample served to identify the special education coordinator sample. A total of 36 special education coordinators from districts of the first class and 32 special education coordinators from districts of the second class were selected to represent the special education coordinator population for the state.

Validation of the Survey Instrument

The questionnaire was evaluated by a panel of 10 judges. The panel consisted of individuals who were knowledgeable of both special education and vocational education. The panel included representatives from the Washington State Department of Education as well as several nationally recognized experts in vocational and special education. Appendix B provides a complete listing of the panel members.

Treatment of the Data

The respondents were asked to select, on a five-point Likert-type scale, the amount of agreement generated by each item. The needs and solutions were rank ordered according to the relative amount of agreement, as measured by the frequency of agreement. The most frequently cited were ranked first.

The chi square test was used to evaluate the differences among subgroups. Differences were indicated by a high chi square value (21.026 or greater with 12 degrees of freedom).

Those groups whose attitudes, knowledge, and skills had the greatest influence upon the success of vocational programs for handicapped youth were identified. Those groups most frequently cited as having the greatest influence were ranked highest.

CHAPTER 3

FINDINGS, OBSERVATIONS AND RECOMMENDATIONS

Need Identification

The amount of agreement on the 38 needs identified by the study ranged from 23 percent to 70 percent. Of the 38 needs, 26 were identified by more than 50 percent of the educators. Disagreements between the experienced vocational teachers and the superintendents from districts of the second class seemed to contribute most to the observed high chi square values. However, observed differences of opinion appeared small and unimportant. The high chi square values resulted from differences in magnitude of agreement--not from differences between disagreement and agreement; in no instance did a majority (more than 50 percent) of one group disagree with a majority of another group.

Six out of the 10 most frequently cited needs related to poor attitudes or a lack of knowledge and skill on the part of both the school and community members. The remaining four needs related to a lack of resources, i.e., a lack of resource personnel, release time, specialized teaching equipment, and employment/ training opportunities in the community. The fact that the lack of specialized teaching equipment was one of the 10 most frequently cited needs suggests a lack of knowledge on the part of

the informants. Except for severe handicapping conditions, such as blindness or deafness, few specialized pieces of equipment are needed or available. As indicated by the review of the literature, learning theory is the same for all learners--regardless of handicapping condition.

The 10 most frequently cited needs identified by this study are summarized below:

1. Local communities: a) need to know the true abilities and potentials of the handicapped, b) need sufficient resources to hire and train the handicapped students, c) need to understand the social and economic value of vocational training for handicapped students, and d) need to develop an awareness of the vocational education needs of handicapped students.

2. Staff members (teachers, counselors, administrators) need to increase their knowledge of special education. Vocational teachers need to be able to use specialized teaching techniques and methods that are appropriate for handicapped learners.

3. Local schools need: a) sufficient resources such as aides, consultants, and specialists; and b) specialized teaching equipment and instructional supplies.

4. Teachers need sufficient release time for planning and coordinating activities.

5. Most educators view vocational education for the handicapped as an added burden to their primary responsibilities.

The following needs, although not among the top 10 cited, were agreed to by more than 50 percent of respondents:

1. Most educators: a) are not aware of the vocational education needs of handicapped students, b) believe that handicapped students will slow the progress of the other students in the regular vocational program, c) inaccurately assess the handicapped learners' interests and desires to succeed in a vocational programs, and d) do not adequately follow-up the students after job placement.

2. Most vocational teachers lack the knowledge to: a) appropriately integrate the handicapped into regular vocational programs (mainstreaming); b) determine what types of programs are appropriate for individual handicapped learners; c) accurately assess handicapped learners' interests, abilities, and potentials; or d) satisfy the handicapped students' emotional needs.

3. Most handicapped learners lack the necessary prevocational training to succeed in a regular vocational program.

4. Most school districts do not: a) adequately encourage employers to hire/train handicapped students; or b) provide adequate career counseling, placement, or follow-up services (after the handicapped student is placed).

5. Most schools: a) lack specialized buildings, equipment, and facilities such as special safety features, entryways, and bathrooms; and b) lack sufficient numbers of vocational teachers to handle increased class loads that would result from providing vocational education opportunities for handicapped youth.

Proposed Solution Alternatives--
Suggested Remedies

Possible solution alternatives were identified by the respondents from among "suggested remedy" lists in the questionnaire. More agreement was observed concerning proposed solution alternatives (suggested remedies) than for need identification. The amount of agreement on the 17 solution alternatives identified by the study ranged from 5 to 94 percent. Accordingly, there were fewer differences of opinion concerning proposed alternatives than for need identification. The disagreements between the experienced vocational teachers and the superintendents from districts of the second class seemed to contribute most to the observed differences. However, such differences appeared small and unimportant. The high chi square values resulted from differences in magnitude of agreement--not from

differences between disagreement and agreement; in no instance did a majority (more than 50 percent) of one group disagree with a majority of another group.

Most of the solution alternatives related to intervention techniques designed to improve attitudes or increase knowledge. Seven out of the 10 most frequently cited alternatives related to communication or teacher training alternatives. The 10 most frequently cited proposed solution alternatives identified by this study are summarized below:

1. Pre- and inservice teacher training programs should be provided that teach all teachers, administrators, and policy makers about special education. Both state and local educational agencies should share the burden for such training efforts.

2. Increased communication and cooperation should be established: a) within the local schools, b) between teachers and administrators, c) between high schools and other vocational training agencies, and d) between the school and community. Both state and local educational agencies should share the burden of improving the communication networks.

3. The state department of education should increase its efforts to disseminate promising ideas and research findings among local school districts.

4. Local school districts should develop a master plan to meet the vocational needs of handicapped youth.

The study found that the following solution alternatives, although not among the top 10 cited, were agreed to by more than 50 percent of the informants:

1. The state department of education should sponsor more research to identify and address the vocational education needs of handicapped youth.

2. The parents of handicapped youth should be more effectively utilized in planning and operating vocational-handicapped programs.

3. Local priorities should be redirected to emphasize vocational-handicapped training needs.

4. Available resources such as volunteers, advisory committees, and community training opportunities should be more effectively utilized.

5. More local revenues should be provided to purchase needed resources (least frequently cited solution alternative).

Group Influences: Attitudes

The study found that the attitudes held by special education teachers were most frequently cited as having the greatest influence upon the success of local vocational-handicapped programs. The school administrators were the second most frequently cited group whose attitudes have the most important influence upon the success of local vocational-handicapped programs. The importance of the vocational teachers' attitudes was ranked third, followed by parents, school board members, career counselors, community members, and nonvocational teachers, respectively.

Group Influences: Knowledge and Skills

The vocational teachers' levels of knowledge and skill was most frequently cited as having the greatest influence upon the success of local vocational-handicapped programs. The school administrators was the second most frequently cited group whose level of knowledge and skill has the most important influence upon the success of local vocational-handicapped programs. The third most influential group was found to be the handicapped students themselves. The influence of the handicapped students was followed in importance by the parents, community members, and nonvocational teachers, respectively.

Observations

Even though many educators indicated that most handicapped students are receiving an appropriate education, it is apparent that many handicapped students are underserved. Educators cannot be expected to innately possess the attitudes, knowledge, and skills necessary to successfully instruct handicapped learners. The number of teachers and administrators who indicated no formal training in either special education or vocational education attests to the need for both pre- and inservice education that teaches vocational teachers about special education and special education teachers about vocational education. Vocational and special education teachers must have an understanding of both specialty areas. Accordingly, inservice training programs should be developed around both groups of teachers.

Apparently many vocational educators are unaware of what constitutes an appropriate education for handicapped students. Findings of this study seem to verify the notion that needs exist and that there is a lack of knowledge and understanding on the part of educators and community members concerning the vocational needs in Washington State for youth with handicapping conditions. If this assumption is true, it could be used to support the case for more inservice and preservice training related to special education. As it is, many vocational teachers do not seem to perceive the vocational needs of the handicapped as relevant to their situation. This is evidenced by a lower return rate of those teachers without experience teaching handicapped students. Most of the needs relate to weaknesses in the areas of attitudes,

Recommendations

On the basis of the findings from this study, the following recommendations are offered in an effort to improve the vocational education programs in Washington State for youth with handicapping conditions:

1. Planning decisions should be based on the need statements that were agreed upon by a majority of all those responding to the questionnaire. The needs most frequently cited should be considered first .

2. The alternatives identified by the study should be given careful consideration by educational planners. The most frequently identified solution alternatives should be considered first.

3. Educational planners should direct their attention to the group(s) whose attitudes and knowledge and skills were most frequently cited as having the greatest influence on the success of local vocational-handicapped programs.

After careful analysis of the results of this study, the following recommendations are also suggested:

1. A similar study should be conducted that enables parents of handicapped youth to identify the vocational education needs and alternatives in Washington State.

2. A follow-up study should be conducted to determine the reasons why the various educator groups perceived the needs the way they indicated.

3. A similar study should be conducted for those districts who do not have approved vocational programs and hence were not represented in this study.

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Dixy Lee Ray
Governor

[redacted]

Washington State
Commission for Vocational Education

Dear Vocational Teacher:

Last April a State-wide study was initiated to give educators and parents a chance to voice their opinions about vocational programs for youth with handicapping conditions. Your opinions will be used to help formulate policies and guidelines for future vocational-handicapped programs in Washington. We need your advice concerning such things as: Can handicapped students "fit" in regular vocational classes? What additional resources, if any, are needed? What factors hinder the success of local vocational-handicapped programs? What kinds of teacher training programs should be developed? The results of this study will also be used in the preparation of a teacher-training program at Washington State University for special education teachers who want vocational training and for vocational teachers who want special education training.

Only a very small percentage of parents and educators are being asked to give their opinions in this study. Your name was scientifically drawn from a sample of the entire State. Therefore, your opinions are critical to the success of this study. In order that the results will truly represent the thinking of the vocational educators in Washington State, it is very important that each questionnaire be completed and returned.

The Research Coordinating Unit of the Washington State Commission for Vocational Education in cooperation with the Office of the Superintendent of Public Instruction, the Kennewick School District, and Washington State University is conducting this study to insure broader citizen participation in making these decisions.

You may be assured of complete anonymity. Each questionnaire contains an identification number for mailing purposes only.

I will be very happy to answer any questions you might have. Please feel free to write or call. My telephone number is 509/335-1640.

Sincerely yours,

Larry E. Tadlock
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Pullman, Washington 99164

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Dixy Lee Ray
Governor
[redacted]

Washington State
Commission for Vocational Education

Dear Special Education Coordinator:

Last April a State-wide study was initiated to give educators and parents a chance to voice their opinions about vocational programs for youth with handicapping conditions. Your opinions will be used to help formulate policies and guidelines for future vocational-handicapped programs in Washington. We need your advice concerning such things as: Can handicapped students "fit" in regular vocational classes? What additional resources, if any, are needed? What factors hinder the success of local vocational-handicapped programs? What kinds of teacher training programs should be developed? The results of this study will also be used in the preparation of a teacher-training program at Washington State University for special education teachers who want vocational training and for vocational teachers who want special education training.

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DEPARTMENT OF EDUCATION

Dear Superintendent:

Last April a State-wide study was initiated to give educators and parents a chance to voice their opinions about vocational programs for youth with handicapping conditions. Your opinions will be used to help formulate policies and guidelines for future vocational-handicapped programs in Washington. We need your advice concerning such things as: Can handicapped students "fit" in regular vocational classes? What additional resources, if any, are needed? What factors hinder the success of local vocational-handicapped programs? What kinds of teacher training programs should be developed? The results of this study will also be used in the preparation of a teacher-training program at Washington State University for special education teachers who want vocational training and for vocational teachers who want special education training.

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Sincerely yours,

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cc: Dr. Joseph G. Cvancara, Head
Agricultural Education
Washington State University

Dr. George B. Brain, Dean
College of Education
Washington State University

Dixy Lee Ray
Governor

Washington State
Commission for Vocational Education

Dear Parent/Guardian:

Last April a State-wide study was initiated to give educators and parents a chance to voice their opinions about vocational programs for youth with handicapping conditions. Your opinions will be used to help formulate policies and guidelines for future vocational-handicapped programs in Washington. We need your advice concerning such things as: Can handicapped students "fit" in regular vocational classes? What additional resources, if any, are needed? What factors hinder the success of local vocational-handicapped programs? What kinds of teacher training programs should be developed? The results of this study will also be used in the preparation of a teacher-training program at Washington State University for special education teachers who want vocational training and for vocational teachers who want special education training.

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You may be assured of complete anonymity. Each questionnaire contains an identification number for mailing purposes only.

I will be very happy to answer any questions you might have. Please feel free to write or call. My telephone number is 509 335-1640.

Sincerely yours,

Larry E. Tadlock
Cleveland Hall
Washington State University
Pullman, Washington 99164

cc: Dr. Joseph G. Cvancara, Head
Agricultural Education
Washington State University

Dr. Alberta D. Hill, Dean
College of Home Economics
Washington State University

Building 17 — Airdustrial Park Olympia, Washington 98504 (206) 753-5662

Dixy Lee Ray
Governor

Washington State
Commission for Vocational Education

About three weeks ago I wrote to you seeking your opinions about local vocational programs for youth with handicapping conditions. As of today, we have not yet received your completed questionnaire.

This study is being conducted because of our belief that educators' opinions should be taken into account in the formation of policies, rules, and regulations that govern the planning and development of vocational-handicapped programs.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. Your name was drawn through a scientific sampling process that requires a high return rate to validate the study. Your opinions are essential if the sample results are to accurately represent the opinions of the entire population.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Cordially,

Larry E. Tadlock
Cleveland Hall
Washington State University
Pullman, Washington 99164

Enclosure

Building 17 — Airdustrial Park Olympia, Washington 98504 (206) 753-5662

DIRECTIONS FOR COMPLETING THE QUESTIONNAIRE

The issues listed on the following pages are said to *HINDER* the success of vocational-handicapped programs in public schools. Please think of the questions in terms of your own *LOCAL* school district. You are asked how much you agree or disagree with each statement. Please respond by circling the most nearly correct answer. The example below shows you how to mark your answers.

EXAMPLE ITEM

ISSUE STATEMENT	GENERALLY SPEAKING, HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH STATEMENT? (Circle Your Answer)				
VOCATIONAL-HANDICAPPED PROGRAMS IN MY DISTRICT ARE *HINDERED* BECAUSE *EDUCATORS* (Principals, Teachers, Counselors, etc.):					
1 Do not have the necessary knowledge and skills to properly instruct handicapped students	Strongly Agree	(Agree)	Don't Know	Disagree	Strongly Disagree
2 Do not understand the emotional needs of handicapped students	Strongly Agree	Agree	Don't Know	Disagree	(Strongly Disagree)

SAMPLE

REMEMBER!! There are no right or wrong answers. We are asking for *your opinions* about your *local* educational community.

THE FOLLOWING SECTION OF THE QUESTIONNAIRE IS CONCERNED WITH THE IMPACT OF *ATTITUDES* UPON THE SUCCESS OF *LOCAL* VOCATIONAL-HANDICAPPED PROGRAMS.

Below are some issues about *ATTITUDES*. Each is said to *HINDER* the success of local vocational-handicapped programs. Generally speaking, how much do you agree or disagree with each issue?

ISSUE STATEMENT	HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH STATEMENT?				
A. VOCATIONAL-HANDICAPPED PROGRAMS IN MY DISTRICT ARE *HINDERED* BECAUSE MOST *EDUCATORS:*					
1 Are not aware of the vocational educational needs of handicapped students	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2 Fail to understand the social and economic value of vocational training for the handicapped . . .	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3 Inaccurately assess the handicapped students' interests and desires to succeed in a vocational program	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4 Believe that handicapped students will slow the progress of other students in the vocational program	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
5 View vocational education for the handicapped as an added burden to their primary responsibilities . . .	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
6 Other (Please Specify)_____	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

ISSUE STATEMENT	HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH STATEMENT? (Circle Your Answer)				
B. VOCATIONAL-HANDICAPPED PROGRAMS IN MY DISTRICT ARE *HINDERED* BECAUSE THE *COMMUNITY*:					
1 Is not aware of the vocational education needs of the handicapped	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2 Does not know the true abilities and potentials of the handicapped .	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3 Fails to understand the social and economic value of vocational training for the handicapped	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4 Believes that educators are not interested in their help and advice .	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
5 Has little or no desire to become actively involved in program planning or operation	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
6 Employers believe they cannot afford to hire/train the handicapped	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
7 Other (please specify)_____	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

ISSUE STATEMENT	HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH STATEMENT?

C. VOCATIONAL-HANDICAPPED PROGRAMS IN MY DISTRICT ARE *HINDERED* BECAUSE THE *ADMINISTRATORS* AND *POLICY MAKERS*:

(Circle Your Answer)

1 Do not adequately encourage the teaching staff to take the initiative to meet the needs of the handicapped students	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2 Fail to understand the social and economic value of vocational training for the handicapped	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3 Are not adequately committed to vocational training for handicapped youth	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4 Other (Please Specify)_____	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

D. From the list below, please select the group(s) whose *ATTITUDES* have the most influence upon the success of *LOCAL* vocational-handicapped programs. (More than one answer may be appropriate. Please circle the number(s).

1 The Handicapped Students Themselves	6 Parents of the Handicapped Students
2 Community Members in General	7 Non-Vocational Teachers
3 Career Counselors	8 Vocational Teachers
4 School Administrators	9 School Board Members
5 Special Education Teachers	10 Other (Please Specify)_____

THE NEXT SECTION OF THE QUESTIONNAIRE IS CONCERNED WITH THE INFLUENCE OF *KNOWLEDGE* AND *SKILLS* UPON THE SUCCESS OF *LOCAL* VOCATIONAL HANDICAPPED PROGRAMS

Here are some specific issues about *KNOWLEDGE* and *SKILLS*. Generally speaking, how much do you agree or disagree with each issue?

ISSUE STATEMENT	HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH STATEMENT?				
E. VOCATIONAL-HANDICAPPED PROGRAMS IN MY DISTRICT ARE *HINDERED* BECAUSE MOST HANDICAPPED *STUDENTS*:	(Circle Your Answer)				
1 Lack the necessary *PRE-vocational* training to succeed in a regular vocational program	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2 Lack the ability to succeed in regular vocational programs	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3 Lack the social skills necessary to succeed in regular vocational programs	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4 Other (Please Specify)_____	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

ISSUE STATEMENT	HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH STATEMENT? (Circle Your Answer)				
F. VOCATIONAL-HANDICAPPED PROGRAMS IN MY DISTRICT ARE *HINDERED* BECAUSE MOST VOCATIONAL TEACHERS LACK THE KNOWLEDGE NECESSARY TO:					
1 Identify learning problems and prescribe appropriate learning activities	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2 Accurately assess the students interests, abilities, and potentials .	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3 Appropriately integrate the handicapped students into regular vocational programs (mainstreaming)	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4 Determine what types of programs are appropriate	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
5 Satisfy the handicapped students' emotional needs	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
6 Use specialized teaching techniques and methods that are appropriate for handicapped students	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
7 Accurately predict present and future manpower training needs . .	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
8 Other (Please Specify)_____	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

ISSUE STATEMENT	HOW MUCH TO YOU AGREE OR DISAGREE WITH EACH STATEMENT?				
G. VOCATIONAL-HANDICAPPED PROGRAMS IN MY DISTRICT ARE *HINDERED* BECAUSE THE SCHOOL DOES NOT:	(Circle Your Answer)				
1 Adequately involve parents in program planning	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2 Adequately utilize community advisory committees	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3 Coordinate the high school program with other training agencies (e.g., community colleges, sheltered workshops, vocational rehabilitation, etc.)	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4 Provide adequate career counseling	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
5 Provide adequate job placement services	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
6 Adequately follow-up student progress *after* job placement	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
7 Adequately encourage the employer to hire/train handicapped students	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
8 Other (Please Specify)_____	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

H. From the list below, please select the group(s) whose level of *KNOWLEDGE* and *SKILLS* has the most significant impact upon the attainment of the vocational education goals of the handicapped students in *your* district. (Circle more than one number if appropriate).

1 The Handicapped Students Themselves
2 Community Members in General
3 Career Counselors
4 School Administrators
5 Parents/Guardians of Handicapped Students
6 Non-Vocational Teachers
7 Vocational Education Teachers
8 Other (Please Specify)_____

Now that you have identified the most important concerns associated with ATTITUDES, KNOWLEDGE, and SKILLS, it is important for educational planners to know *how to SOLVE* the problems. Generally speaking, how much do you agree or disagree with the suggested remedies listed below?

SUGGESTED REMEDY	HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH REMEDY?				
I. The State Department of Education should:					
1 Improve the communication network between high schools and other vocational training agencies	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2 Re-organize to unite the separate departments of vocational and special education into one department	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3 Sponsor State-wide community awareness campaigns	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4 Increase its efforts to disseminate promising ideas and research findings among local school districts .	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
5 Sponsor more research that identifies program needs and remedies	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
6 Send more consultants out into the field to help local educators identify and solve local problems .	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
7 Sponsor more in-service training programs for administrators and policy makers related to handicapped education	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
8 Sponsor more in-service training programs for vocational teachers related to handicapped education .	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
9 Sponsor more in-service training programs for educators other than those listed in 7 and 8 above (administrators, vocational teachers) related to handicapped education	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
10 Other (Please Specify)_____	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

SUGGESTED REMEDY	HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH REMEDY?				
J. My Local School District should:					
1 Sponsor more in-service training programs for administrators and policy makers related to handicapped education	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2 Sponsor more in-service training programs for vocational teachers related to handicapped education	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3 Sponsor community awareness programs related to vocational-handicapped program concerns ..	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4 Better utilize vocational advisory committees	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
5 Better utilize parents of handicapped students in the program planning process	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
6 Require increased cooperation and communication among the regular teaching staff and the vocational, special education, and counseling staff	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
7 Develop a master plan that identifies the methods and time lines necessary to meet the vocational needs of handicapped students	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
8 Other (Please Specify)_____	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

SUGGESTED REMEDY	HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH REMEDY?				
K. Teacher Training Programs should teach:					
1 Special education teachers about vocational education	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2 Vocational teachers about special education	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3 Career counselors about both special and vocational education .	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4 All teachers about both special and vocational education	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
5 Administrators about both special and vocational education	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
6 Teachers how to appropriately include the handicapped in classes designed for non-handicapped students	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
7 Other (Please Specify)_____	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

THE FOLLOWING SECTION OF THE QUESTIONNAIRE IS CONCERNED WITH THE IMPACT OF *RESOURCES* (manpower, equipment, time, etc.) UPON *LOCAL* VOCATIONAL-HANDICAPPED PROGRAMS

Below are some specific issues related to *RESOURCES*. The lack of each resource is said to *HINDER* the success of local vocational-handicapped programs. Generally speaking, does each statement accurately reflect local conditions?

ISSUE STATEMENT	HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH STATEMENT?				
L. VOCATIONAL-HANDICAPPED PROGRAMS IN MY DISTRICT ARE *HINDERED* BECAUSE OF A *LACK* OF:					
1 Resource personnel (aides, specialists, consultants, etc.)	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2 Community resources for employing and training handicapped students	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
3 Adequate numbers of vocational teachers to handle the large class loads	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4 Staff members (teachers, counselors, administrators, etc.) who have knowledge of special education ..	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
5 Specialized teaching equipment and instructional supplies	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
6 Teacher-release time for planning and coordination of activities ...	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
7 Specialized buildings, equipment, and facilities such as special safety features, entryways, bathrooms, etc.	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
8 Other (Please Specify)_____	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

M. Now that you have identified the most important concerns about *RESOURCES*, please indicate how much you agree or disagree with the remedies suggested below.

SUGGESTED RESOURCE REMEDIES	HOW MUCH DO YOU AGREE OR DISAGREE WITH EACH REMEDY?				
1 Greatly increase local revenue to purchase necessary resources	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
2 Better utilize community resources such as volunteers, advisory committees, community training stations, etc.	Strongly Agree		Don't Know		Strongly Disagree
3 Re-direct local priorities to emphasize vocational-handicapped training needs	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
4 Make more efficient use of existing resources	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
5 Provide more employer encouragement (money, training, counseling, etc.) to hire/train handicapped students	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
6 Better utilize parents in planning and operating vocational-handicapped programs	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
7 Other (Please Specify)_____	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

N. The right to an appropriate education is now guaranteed to persons with a handicapping condition by both State and federal law. On the whole, are the handicapped students in your district receiving an *appropriate* education? (Circle the best number).

1 YES

2 UNDECIDED

3 NO

O. **Is there anything uniquely different about the conditions or location of your district that may have influenced your answers? If so, please specify.**

_____

_____

_____

_____

FINALLY, WE WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT YOURSELF FOR PURPOSES OF STATISTICAL ANALYSIS.

P. If you are the parent or guardian of a student with a handicapping condition, please indicate the nature of his/her disability.

1 EMOTIONALLY DISTURBED

2 PHYSICALLY DISABLED

3 MENTALLY RETARDED

4 OTHER (Please Specify)_____

Q. Do you represent an urban or rural school? (please circle the best answer).

1 URBAN

2 SUBURBAN

3 RURAL

R. What is *YOUR* level of education preparation?

1 LESS THAN A HIGH SCHOOL GRADUATE

2 HIGH SCHOOL GRADUATE

3 ONE OR MORE YEARS OF COLLEGE OR TRADE SCHOOL

4 COLLEGE GRADUATE OR MORE

We do not know if all the problems and solutions related to vocational handicapped programs have been adequately covered in this questionnaire. Thus, we would like for you to use this space to tell us what we may have overlooked or underemphasized.

YOUR CONTRIBUTION TO THIS STUDY IS GREATLY APPRECIATED

Results of this study may be obtained by writing to:

Commission for Vocational Education
Research Coordinating Unit
Olympia, Washington 98504

Telephone: (206) 753-5672
Scan 234-5672

Return completed questionnaire to:

Larry E. Tadlock
Cleveland Hall
Washington State University
Pullman, Washington 99164

APPENDIX B

VALIDATION JUDGES FOR THE SURVEY INSTRUMENT

VALIDATION JUDGES FOR THE SURVEY INSTRUMENT

1. Dr. Grant Venn
   Callaway Professor of Urban Education
   Georgia State University
   Atlanta, Georgia 30303

2. Dr. Rex Hagans
   Program Director
   Education and Work Program
   Northwest Regional Educational Laboratory
   Portland, Oregon 97204

3. Ms. Charlotte Conaway, President
   National Association of Vocational
   Education Special Needs Personnel
   Maryland State Department of Education
   Baltimore, Maryland 21240

4. Dr. Rupert Evans
   Education Building
   University of Illinois
   Urbana, Illinois 61801

5. Mr. Al Lynch, Supervisor
   Special Services
   Office of Superintendent of Public Instruction
   Old Capitol Building
   Olympia, Washington 98504

6. Mr. Kenneth Owen, Supervisor
   Vocational Education
   Old Capitol Building
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7. Dr. Robert Taylor
   Center for Vocational Education
   Ohio State University
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   Columbus, Ohio 43210

8. Dr. Marion Johnson
   The Center for Vocational Education
   1960 Kenny Road
   Columbus, Ohio 43220

9. Dr. Donn Brolin
   6 Hill Hall
   University of Missouri
   Columbia, Missouri 65201

10. Ms. Frances G. Saunders
Education Program Specialist
Handicapped and Health Occupations
U.S. Office of Education
BOAE/DVTE, Room 5110
P.O. Box 3, 7th & D. St. S.W.
Washington, D.C. 20202

11. Mr. Gene Bigger, Director
Research Coordinating Unit
Commission for Vocational Education
Olympia, Washington 98504

TABLE 4

A SUMMARY OF QUESTIONNAIRE RETURN RATES BY GROUP ACCORDING TO THE NUMBER OF QUESTIONNAIRES MAILED, THE NUMBER RETURNED, AND THE PERCENTAGE RETURNED

Sample Subgroups	Number of Instruments Mailed	Number of Instruments Returned	Percent Returned
Educators			
Superintendents (1st class)	40	33	82
Superintendents (2nd class)	38	32	84
Special education coordinators (1st class)	40	31	78
Special education coordinators (2nd class)	36	27	75
Vocational directors	40	33	82
Vocational teachers with experience	37	35	94
Vocational teachers without known experience	117	69	59
Total	340	260	76 avg.
Parents			
Of handicapped youth	50	5	10
Of typical youth	50	24	48
Total	100	29	29 avg.